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ABSTRACT

The District of Columbia's Multi-Arts Service Program, whose first year of implementation (1982-83) is evaluated here, is a multi-disciplinary program in music, dance, theater, and visual arts designed for public school students in grades K-9. The program's primary objectives are to increase student awareness of and interest in the arts, student recognition of the arts as a vital force in their lives, and student interest in pursuing the study of the arts. The assemblies, lecture-demonstrations, and workshops of which the program is composed are developed and presented by teachers and students from Duke Ellington School of the Arts. The program's three primary objectives were achieved during this first year, primarily as a result of participation in the lecture-demonstrations. Inadequate bus service complicated implementation of the latter. The workshops were not held due to late implementation of the program and scheduling difficulties. (CMG)

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

E.C.I.A. CHAPTER 2

MULTI-ARTS SERVICE PROGRAM

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FINAL EVALUATION REPORT

DECEMBER 1983

FLORETTA D. McKENZIE
SUPERINTENDENT OF SCHOOLS

UD023381

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

MULTI-ARTS SERVICE PROGRAM

Final Report

1982-1983

Prepared by
Division of Quality Assurance

1982-1983

MULTI-ARTS SERVICE PROGRAM

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SUMMARY AND FINDINGS

Title

Multi-Arts Service Program

Project Coordinator

Jean Robinson Yancey

Target Population

Students in kindergarten through ninth grade in the District of Columbia Public School (DCPS) system

Background

The Multi-Arts Service Program is a new addition to the programs of the DCPS, 1982 being its first year of implementation. The program features four art forms - music, dance, drama and visual arts presented in the form of assemblies, lecture-demonstrations and workshops. Lectures are provided by teachers. The prime demonstrators of the art forms are, however, the Ellington students. The program provides an opportunity for these students to demonstrate their skills and talents in the arts. It also provides an opportunity for the exchange of thoughts and ideas about the arts or careers in the arts between Ellington students and regular students of the DCPS. Futhermore, through participation in the lecture-demonstrations and workshops, it allows regular DCPS students to demonstrate their skills and talents. In so doing, the program serves as a forum for the identification of prospective Ellington students.

Stated Objectives

A: Participants in the Multi-Arts Service Program who receive exposure to dance, theatre, visual arts and music, through assemblies at the Duke Ellington School of the Arts (grades K-9) and lecture-demonstrations (grades 7-9) at their home school will demonstrate through requests for participation in workshops and through responses on questionnaires, a high interest in the arts.

B: Participants (grades 7-9) in the Multi-Arts Service program who attend workshops held at the Duke Ellington School of the Arts, will demonstrate through requests for auditions and through responses on questionnaires, a high interest in pursuing the study of the arts.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Three interdisciplinary performing art productions by the students of Ellington School were held in the form of assemblies for students in grades K-9.

2. Out of ten lecture-demonstrations planned, eight were held and two were cancelled either because of the small number of students who signed-up in one school or because of an inability to reschedule a session when the bus broke down and was unable to transport the Ellington students.

3. Participating schools, grades 7-9, received services in varying combinations of the four art forms (music, dance, theatre, and visual arts) depending on need.

4. The major problem in the implementation of the lecture-demonstrations was the inadequate bus service.

5. Analysis of the responses of a sample of students who participated in the lecture-demonstrations in music, dance, theatre and the visual arts revealed the following:

   a. Sixty-five percent indicated that they enjoyed the lectures provided in the various art forms, 16% enjoyed them moderately, 1% did not enjoy them and 18% did not respond.

   b. Seventy-two percent enjoyed the demonstrations, 6% did so moderately, 4% did not and 18% did not respond.

   c. Sixty-five percent indicated that they learned a lot from the lecture-demonstrations, 18% agreed moderately with this statement, 2% disagreed and 15% did not respond.

   d. The majority (70%) strongly agreed that the lecture-demonstrations increased their interest in the arts, 12% moderately agreed, 2% disagreed and 16% did not respond.

   e. Sixty-two percent indicated a strong interest in participating in a workshop, 12% indicated a moderate interest, 10% were disinterested and 16% did not respond to the item.

   f. Fifty-eight percent had a high interest in acquiring more training in the arts, 19% had moderate interest, 9% had no interest and 14% did not respond.

6. Workshops were not conducted. The workshops, planned by the project to take place the last week in May and the first week in June conflicted with activities already scheduled in target schools.

BACKGROUND AND PROJECT DESCRIPTION

Introduction

Purpose - The purpose of the Multi-Arts Service Program was to provide DCPS students with a multi-disciplinary program in music, dance, theatre and visual arts with the intention of increasing student awareness of the arts, student recognition of the arts as being a vital force in their lives and student interest in the arts and/or in pursuing the study of the arts.

Need - The Superintendent of the DCPS has, in her comprehensive education plan, recognized the need to include the arts as an important part of the agenda. Many students in the District of Columbia Public Schools have little opportunity to see major art productions and to learn to appreciate the arts. For those with potential talent, there is a need for role models with whom the students can identify. A practical experience with a variety of art disciplines such as that provided through the lectures, demonstrations and workshops of the Multi-Arts Service Program is likely to increase student interest in the arts and to increase their decision-making capacity in regards to career decision-making. Such an experience also increases student awareness of Ellington School and its offerings thereby strengthening the program of the school.

History - Since its inception in 1974 the Ellington School of the Arts has made progress towards gaining recognition for the art program which it promotes. It not only promotes the development of artistic qualities but places equal stress on excellence in academic achievement. In the past years, efforts were directed primarily towards internal development. The development of a program such as the Multi-Arts Service Program which seeks to reach out to other schools and offer the services of its talented youth and teachers is a sign of maturity. It is one step towards recognition of the school as playing a central role in increasing the career options of students of the DCPS.

Program

General - As the name implies, the Multi-Arts Service program is a multi-disciplinary program in music, dance, theatre and visual arts designed for students in kindergarten through ninth grade in the DCPS.

Program Components - The specific program components for each of the art forms represented are determined by department heads at the Ellington School. The dance features ethnic dance, classical and modern dance. The visual arts is focussed on the printmaking process and technique in using silkscreen printing. The content of the music curriculum includes instrumentals and voice while experiences in theatre include technical skills in acting, dancing and singing.

Structure - Productions in the four art forms are presented by the Ellington students and their teachers in the form of assemblies, lecture-demonstrations and workshops.

Assemblies are open to all students from kindergarten through the ninth grade. The lecture-demonstrations are designed for students in the seventh, eighth and ninth grades. The workshops are limited to those students who express interest in participation and who have teacher or counselor recommendation.

The assemblies feature live productions in music, dance and drama by the Ellington students. The objective is to introduce the various art forms so as to increase student awareness. For those students who have never seen a live production, the assemblies, held in the large auditorium of Ellington, managed by ushers and marked by the professional performance of the Ellington students, hold the semblance of such a production.

Participating schools receive lecture-demonstrations in the four art forms in varying combinations depending on needs identified on a needs assessment form completed by principals. The lectures are delivered by the teachers while the demonstrations are by the Ellington students. Ample opportunity is provided during the lecture-demonstrations for the DC students to try out their skills, to interact with the Ellington students, to ask questions and to acquire information about the program of the Ellington School of the Arts.

The workshops are designed to allow a more intensive participation of DCPS students. Students learn specific skills in the art forms represented. The classes are taught by teachers with assistance from the Ellington students. The workshops classes provide the opportunity to identify prospective students who are skilled or talented for future auditions with the Ellington school.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section which summarizes the agreements and discrepancies for each objective and states a general conclusion.

RESULTS

EVALUATION RESULTS - NARRATIVE SUMMARY

The results of the evaluation are summarized in this section. The summary is based on the information provided for inputs, processes and outcomes in the PMI reporting format which is presented after the summary. Supporting data are provided in the appendix.

Objective A: Participants in the Multi-Arts Service Program who receive exposure to dance, theatre, visual arts and music, through assemblies at the Duke Ellington School of the Arts (grades K-9) and lecture-demonstrations (grades 7-9) at their home school will demonstrate through requests for participation in workshops and through responses on questionnaires, a high interest in the arts.

This objective is focussed on the effects of the assemblies and lecture-demonstrations in increasing awareness and interest in the arts.

Evaluation of the inputs revealed agreement for the personnel needed for conducting the project. This included the project director, the principal of Ellington school, department heads, clerical assistance, producer/consultant, contact persons at the participating schools, teachers and students of the Ellington School. The arts materials, office supplies and space needed for the operation were all observed to be appropriate or adequate. A discrepancy was, however, noted for the provision of adequate bus service. Service was to be provided on seven occasions. There were problems on six occasions. Buses either broke down or came too late to pick up the students to transport them to the various schools or to bring them back to Ellington. On one occasion a delay was caused when the bus driver demanded payment before students could load the bus. By the time the matter was settled with the driver it was already too late to go the school scheduled for the lecture-demonstration. The project director has embarked on several procedures to ensure adequate bus service next year.

All processes in Objective A had agreement between intended and observed items for the assemblies. Department heads each developed their own segment of the program and met with the project director and principal to determine a schedule for the interdisciplinary assemblies. The assemblies were coordinated by a producer who scheduled rehearsals for the Ellington Students. Press releases were developed and disseminated by the project director who also coordinated the management activities of the assemblies. The participants at the assemblies were students from grades K-9 whose teachers signed-up in advance for attendance at the assemblies.

For the processes of the lecture-demonstrations there was also agreement between the intended and the observed. Responses of DCPS principals on a needs assessment form developed by the project director and department heads served as the basis for determining the combination of art forms provided to schools. As with the assemblies, the department heads prepared and held lecture-demonstrations. The project director coordinated all activities

including the scheduling. The latter was conducted with the assistance of the principal, department heads and school contact persons. The attendants at the lecture-demonstrations were students in grades 7-9. These students completed interest questionnaires at the end of the sessions.

Concerning the outcomes for the assemblies, there was complete agreement between intended and observed items. Three assemblies were held at the Duke Ellington School for the Arts. All three were interdisciplinary productions. There was a Winter Production, a production during Black History month and the Spring Dance Concert. There was a total of 2,342 elementary and junior high school students in attendance. In each of the three productions, there were 676, 821 and 845 students in attendance, respectively.

There were three outcomes for the lecture-demonstrations. Agreement between intended and observed was recorded for two of the outcomes dealing with the implementation of the lecture-demonstrations as planned and student ratings of interest in the arts. As concerns the former, ten lecture-demonstrations were planned. All planning was based on identified needs. The lecture-demonstrations had combinations of the four art forms; visual arts, music, dance and theatre. Eight of the lecture-demonstrations were held. The other two were cancelled either due to bus breakdown or due to not enough students signing up for participation in one particular school. On the issue of student interest, analysis of the responses of 127 students who participated in the four art forms revealed a mean score of 4.21 on a five point scale with 5 indicating high interest and 1 indicating low interest. Analysis conducted by art form also showed a mean score of 4 for all art forms, thereby indicating a high interest in the arts. (See Appendix C.)

It was expected that an average of five students from each school that had an arts lecture-demonstration would request participation in a workshop. The discrepancy for the outcome arose from the inadequate data provided to the ECIA Chapter 2 Evaluation Office. Eight schools had lecture-demonstrations. Completed questionnaires were submitted to the ECIA Chapter 2 Evaluation Unit by the project director for only four schools. Only one school had completed questionnaires on all four art forms represented in the lecture-demonstrations. The other three schools presented data on only the visual arts lecture-demonstration. Analysis of the data showed that in only three schools did five or more students request participation in a workshop.

Objective B: Participants (grades 7-9) in the Multi-Arts Service program who attend workshops held at the Duke Ellington School of the Arts, will demonstrate through requests for auditions and through responses on questionnaires, a high interest in pursuing the study of the arts.

This objective has the same set of inputs in personnel, materials and supplies as the former objective with the exception of a producer/consultant and students K-6. Added were a counselor or principal who recommended students for participation and a student interest questionnaire designed for the workshops. All intended and observed factors were evaluated to be in agreement.

In regard to the processes, agreement occurred primarily in the preliminary planning phase of the workshop and as pertains to (a) the examination of the responses of students on the student interest questionnaire (completed pursuant to the lecture-demonstrations) by the project director, principal and department heads to determine the students who would attend the workshops; and (b) the preparation of the content and structure of the workshops and a tentative schedule by the department heads.

The implementation of plans for the workshop was not effected. The participating schools were unable to accommodate the workshops in their schedules because at the point in time at which they were contacted it was already late in the school year and several other activities were already in place. Thus, for this evaluation study, a discrepancy occurred for attempts directed at finalizing the schedule for the workshops, the submission of a list of interested students by the project director for principal or counselor recommendation, and the completion of an interest questionnaire on pursuing the study of the arts by students.

As a result of the aborted plans a discrepancy evaluation occurred for all three outcomes. Workshops were not held for the identified students. Nevertheless, a workshop in each of the four art forms was presented at the Fillmore Art Center in April for students at the center. The project director reported that after a brief introduction provided on the Ellington School, the students of the center divided up into interest groups by art form. A brief demonstration of each art was provided, followed by involvement of students in vocal music, dance choreography, silk-screening and drama warm-ups.

For the second and third outcomes, it was expected that at least 10% of the workshop participants would request auditions to attend Duke Ellington School of the Arts and that the mean rating of students on interest in pursuing the study of the arts would be in the high range (four on a five-point scale), respectively. Since the workshops were not held, no questionnaires were completed. Consequently no data were submitted to the ECIA Chapter 2 Evaluation Unit for analysis of the two outcomes. There is, however, some evidence on both factors (i.e. student request for auditions and interest in pursuing the study of the arts) derived from the responses of a sample of students on the lecture-demonstration questionnaires in the four arts forms. Analysis of the responses of 127 students conducted across art form showed that 58% of the students were interested in pursuing the study of the arts at Ellington. The mean score attained by this group was four on a five point scale. (See Appendix D.) The highest ratings were in dance. Analysis of the open ended responses made by these students to the request for Comments revealed that 10 students would like to take dance lessons at Ellington, two would like to take up training in the visual arts, three would consider going to Ellington for training in drama while for music, one was interested in further training at Ellington.

Conclusion

Three primary objectives of the Multi-Arts Service Program were to increase student awareness of and interest in the arts and student interest in pursuing the study of the arts. The data analyzed in the report sufficiently indicate

that these objectives were attained primarily as a result of participation in the lecture-demonstrations. The workshops, if held would have allowed a more intensive participation in the arts and would have served as a basis for screening out talented and skilled students. Problems in the implementation of the workshops were related to the fact that the program in general was implemented late in the school year. The project director plans to start next year's program early in the school year so as to ensure adequate time for the implementation of all program components.

Decisions

This report will be forwarded to the Project Director, Project Manager, LEA Chapter 2 Director, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: The goal of the program is to provide District of Columbia Public Schools (DCPS) students with increasing awareness of, and interest in the arts as a vital force in their lives through performance and participation.

Objective A: Participants in the Multi-Arts Service Program who receive exposure to dance, theatre, visual arts and music, through assemblies at the Duke Ellington School of the Arts (grades K-9) and lecture-demonstrations (grades 7-9) at their home school will demonstrate through requests for participation in workshops and through responses on questionnaires, a high interest in the arts.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
- Project director	Agreement	- A meeting was held on February 2 with the project director.
- Principal	Agreement	- The principal of Ellington served as principal for the project.
- Department heads	Agreement	- Department heads for music, dance, theatre and visual arts were identified on a roster of faculty heads at Duke Ellington.
- Clerical assistance	Agreement	- The project director verified that the secretary in the main office provided help whenever there was a need.
- Students from participating schools	Agreement	- A roster of participating schools indicated the number of student participants.
- School contact persons (usually a counselor)	Agreement	- A roster of participating schools provided information on the contact persons.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- Producer/Consultant	Agreement	- A memorandum submitted to department heads from the assistant principal identified the coordinator/ producer/consultant.
- Adequate bus service	Discrepancy	- Service was to be provided on seven occasions. There were problems on six occasions. Buses either broke down or came too late to pick up the students to transport them to the various schools or to bring them back to Ellington. On one occasion, a delay was caused when the bus driver demanded payment before students could load the bus. By the time the matter was settled with the driver it was already too late to go to the school scheduled for a lecture-demonstration. The project director has embarked on several procedures to ensure better bus service next year.
- Appropriate arts materials and equipment	Agreement	- The arts materials and equipment were all adequate and appropriate judging from the presentation during Black History Month.
- Adequate office supplies	Agreement	- The project director reported adequate office supplies. Most of the supplies came from Ellington School.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- Project designed student interest questionnaires	Agreement	- Student interest questionnaires were designed by the ECIA Chapter 2 Evaluation Unit with input from the Project Coordinator.
- Adequate space for assemblies and Lecture-Demonstrations	Agreement	- Observations made by the evaluation team revealed that adequate space was available for the assemblies. The presenters of the lecture-demonstrations reported on the adequacy of the space provided for their presentations.

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1a. The project director, principal and department heads will meet and determine a schedule for the interdisciplinary assemblies.	Agreement	1a. The project director reported that she met with the principal and department heads on November 5 to determine a schedule for the interdisciplinary assemblies. These sessions were scheduled for Christmas, Black History Month and the Spring semester.
b. Each department head will develop his or her segment of the program.	Agreement	b. All department heads developed a curriculum for their segment of the program as evidenced by the draft provided to the project director and examined by the evaluators.
c The producer will coordinate the program.	Agreement	c. The project director reported that the producer coordinated three interdisciplinary assemblies.
d The producer will schedule rehearsals.	Agreement	d. The producer scheduled rehearsals as evidenced by records on file in the project office.
e The project director will develop press releases.	Agreement	e. For the interdisciplinary Winter Production, the Black History month production and the Spring Dance Concert, the project director developed press releases, examined by the evaluators.
f The project director will disseminate press releases.	Agreement	f. Records on file in the project office showed that press releases were disseminated to all elementary and junior high shcools.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
g Students from grades K-9 whose teachers have signed up in advance, will attend the assemblies.	Agreement	g. Students from grades K-9 whose teachers signed up in advance attended the three assemblies held. One assembly was observed by the evaluators.
h. The project director will coordinate the management activities at the assemblies such as seating arrangements and ushering.	Agreement	h. A system for seating schools was developed by the project director. This included using students as ushers. This was noted at the time when the Evaluation Unit attended the assembly held during Black History Month. The division of the auditorum by school for seating purposes was also noted by the evaluation team to be very effective.
2a. The school principal, project director and department heads will develop and refine a needs assessment form with the assistance of the ECIA Chapter 2 Evaluation Unit.	Agreement	2a. A needs assessment form was designed and is on file in the project office.
b. The needs assessment form will be sent to DCPS junior high and middle schools.	Agreement	b. The needs assessment forms were sent to junior high and middle schools and returned as evidenced by letters of transmittal and completed forms on file.
c. The results of the needs assessment form will be analyzed by the project director, principal and department heads to determine the direction of the program.	Agreement	c. The results from the needs assessment form were used to determine the direction of the program for the various schools involved as evidenced by the scheduling of lecture-demonstrations.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
d. The project director will coordinate with the principal, department heads and the school contact person to schedule the Lecture-Demonstrations based on the results of the needs assessment questionnaires.	Agreement	d. A schedule of lecture-demonstrations has been provided to the Evaluation Unit by the project director.
e. Each department head will prepare and hold Lecture-Demonstrations based on his/her previously submitted descriptions.	Agreement	e. Department heads had prepared ten lecture-demonstrations. The departments each held eight lecture demonstrations in eight schools. Because of bus breakdowns and late arrivals of buses, several of the demonstrations were late in starting or had to be rescheduled. One was cancelled.
f. Students from grades 7-9 whose teachers have signed up in advance will attend the Lecture-Demonstrations.	Agreement	f. As observed by the Evaluation Unit, and reported by the project coordinator, students whose teachers signed up in advance attended the lecture-demonstration with the exception of students from two schools. One school cancelled because not enough students signed-up. The other school could not reschedule the demonstration to another day when the bus broke down.
3/4. Students who attend the Lecture-Demonstrations will complete an interest questionnaire.	Agreement	3/4. Interest questionnaires in each of the four art areas were developed by the evaluation unit. These were administered at the end of the lecture-demonstrations.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June, 1983, data submitted to the ECIA Chapter 2 Evaluation Unit by the Multi-Arts Project Director will show that at least 3 assemblies have been held at the Duke Ellington School for a maximum of 900 elementary, and junior high school students.	Agreement	1. Records submitted to the ECIA Chapter 2 Evaluation Unit by the project director indicate that three assemblies were held at the Duke Ellington School for the Arts. All three were interdisciplinary productions. There was a Winter Production, a production during Black History month and the Spring Dance Concert. There was a total of 2,342 elementary and junior high school students in attendance. In each of the three productions, there were 676, 821 and 845 students in attendance, respectively.
2. By June, 1983, data submitted to the ECIA Chapter 2 Evaluation Unit will show that Lecture-Demonstrations have taken place as planned, based on the needs assessment.	Agreement	2. Records submitted by the project director showed that ten lecture-demonstrations were planned. All planning was based on identified needs. The lecture-demonstrations had combinations of the four art forms; visual arts, music, dance and theatre. Eight of the lecture-demonstrations were held. The other two were cancelled either due to bus breakdown or due to not enough students signing up for participation.

OBJECTIVE A

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
3. By June, 1983, data submitted to the ECIA Chapter 2 Evaluation Unit by the Multi-Arts project director will show that an average of 5 students from each school that had an arts Lecture-Demonstration, will request participation in a workshop.	Discrepancy	3. Seven schools had lecture-demonstrations. Completed questionnaires were submitted to the ECIA Chapter 2 Evaluation Unit by the project director for only four schools. Only one school had completed questionnaires on all four art forms represented in the lecture-demonstrations. The other three schools presented data on only the visual arts lecture-demonstration. Analysis of the data showed that in three schools, five or more students requested participation in a workshop. However, data were considered inadequate to generalize.
4. By June, 1983, results of the Lecture-Demonstration student questionnaires, submitted to the ECIA Chapter 2 Evaluation Unit by the Multi-Arts project director will show the mean rating on interest in the arts to be in the high range (4 on a 5 point scale.)	Agreement	4. Analysis of the responses of 127 students who participated in the four art forms revealed a mean score of 4.21. Analysis conducted by art form also showed a mean score of 4 for all art forms, thereby indicating a high interest in the arts.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: The goal of the program is to provide District of Columbia Public Schools (DCPS) students with increasing awareness of, and interest in the arts as a vital force in their lives through performance and participation.

Objective B: Participants (grades 7-9) in the Multi-Arts Service program who attend workshops held at the Duke Ellington School of the Arts, will demonstrate through requests for auditions and through responses on questionnaires, a high interest in pursuing the study of the arts.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
- Project director	Agreement	- A meeting was held on February 2 with the project director.
- Principal	Agreement	- The principal of Ellington served as principal for the project.
- Department heads	Agreement	- Department heads for music, dance, theatre and visual arts were identified on a roster of faculty heads at Duke Ellington.
- Clerical assistance	Agreement	- The project director verified that the secretary in the main office provided help whenever there was a need.
- Students from participating schools	Agreement	- A roster of participating schools indicated the number of student participants.
- Counselors and/or principals from participating schools	Agreement	- A roster of participating schools provided information on the counselors and principals involved in the project.

OBJECTIVE B

PART II (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- Producer/Consultant	Agreement	- A memorandum submitted to department heads from the assistant principal identified the coordinator/producer/consultant.
- Appropriate arts materials and equipment	Agreement	- The project director reported that the arts materials and equipment were all adequate and appropriate.
- Adequate office supplies	Agreement	- The project director reported on adequate office supplies. Most of the supplies came from Ellington School.
- Project-designed student questionnaire on interest in pursuing the arts	Discrepancy	- The workshop questionnaire was not developed since workshops were cancelled.
- Adequate space for assemblies and Lecture-Demonstrations	Agreement	- Space was provided at the Ellington school for holding workshops.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1a. The project director, principal and department heads will examine the responses on the interest questionnaires to help determine which students will attend the workshops.	Agreement	1a. The project director and department heads examined student responses on the questionnaire to determine which students to select for participation in workshops.
b. The project director will send a list of students who have indicated interest in participating in workshops to the students' schools, requesting counselor or principal recommendation.	Discrepancy	b. The list of interested students was not sent to the schools for further screening by counselors or principals. Schools were contacted in April and May to schedule a date for a workshop for a selected group of students. Bacause it was late in the school year, it was not possible to schedule the workshops. The Project Director plans to schedule workshops early next year.
c. Department heads will schedule workshops.	Agreement	c. Workshops were scheduled for the last week in May and the first week in June as verified by the project director.
d. The project director will send letters to students who qualify for the workshops based on the recommendations.	Discrepancy	d. Letters were not sent to students because the schedule for the workshops was not finalized.
e. Each department head will prepare workshops based on previously submitted descriptions.	Agreement	e. The project director stated that department heads prepared workshops, certain of which were to be extensions of the lecture-demonstrations.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
2. Students who attend the workshops will complete an interest questionnaire on pursuing the study of the arts.	Discrepancy	2. Workshops were not held. Consequently no interest questionnaires were completed by the selected workshop participants. Interest questionnaires on pursuing the study of the arts have nevertheless been provided by students who participated in lecture-demonstrations.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART III

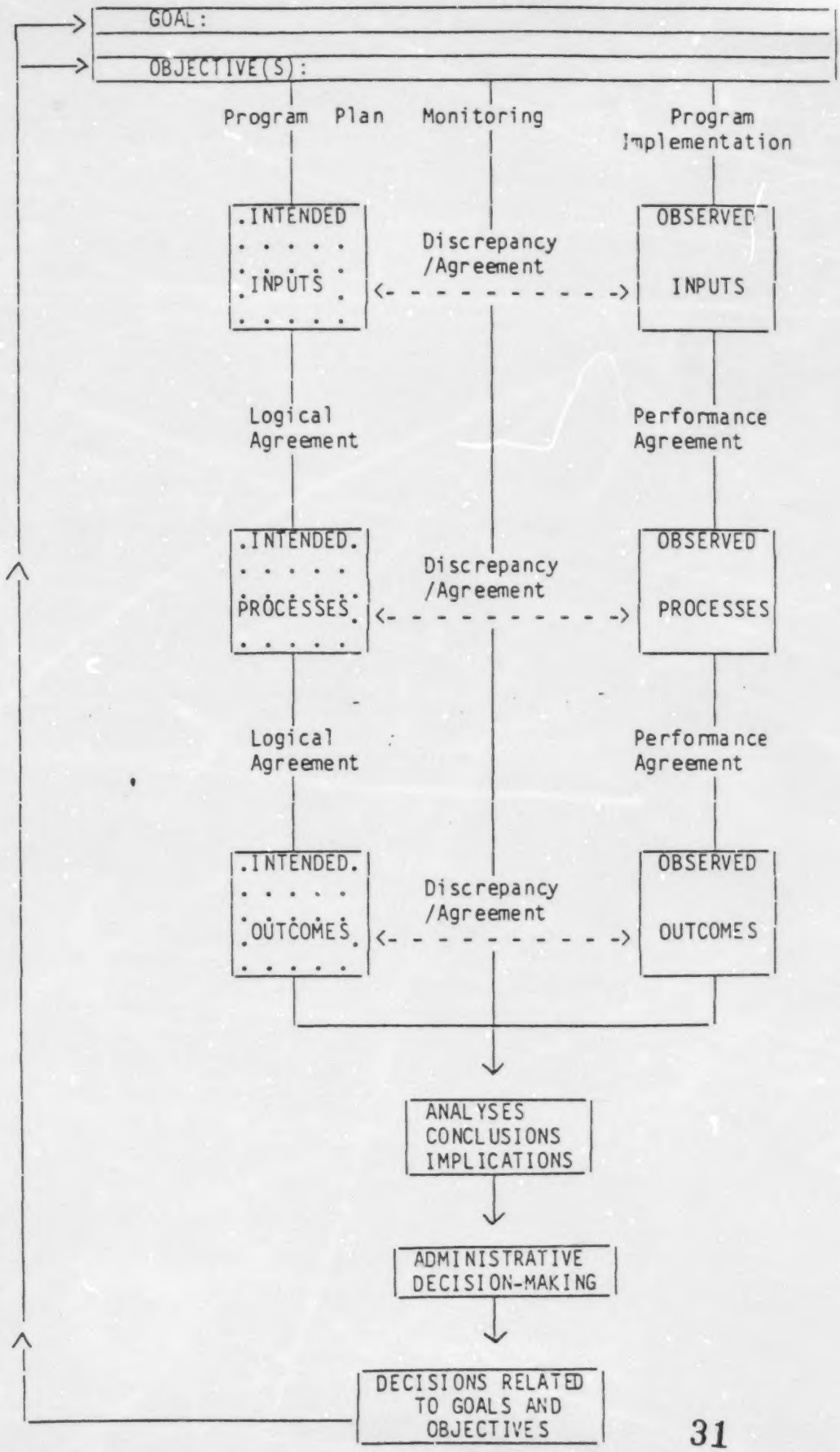
OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June, 1983, data submitted to the ECIA Chapter 2 Evaluation Unit by the Multi-Arts project director will show that at least one workshop has been presented in each of the four art forms (music, drama, visual arts and dance) to the students identified as having interest in the arts.	Discrepancy	1. None of the planned workshops were held for the target group of students. A workshop was, nevertheless, held in each of the four art forms at the Fillmore Art Center in April. The project director reported that after a brief introduction provided on the Ellington School, the students of the center divided up into interest groups by art form. A brief demonstration of each art was provided, followed by involvement of students in vocal music, dance choreography, silk-screening and drama warm ups.
2. By June, 1983, data submitted to the ECIA Chapter 2 Evaluation Unit by the multi-Arts project director will show that at least 10% of the workshop participants will request auditions to attend Duke Ellington School of the Arts.	Discrepancy	2. The workshops were not held. Consequently data were not collected from workshop participants.
3. By June, 1983, results of the workshop student questionnaires submitted to the ECIA Chapter 2 Evaluation Unit by the Multi-Arts project director, will show the mean rating on interest in pursuing the study of the arts to be in the high range (4 on a 5 point scale.)	Discrepancy	3. The workshops were not held. The questionnaires completed consequent to participation in the lecture-demonstrations in the four art areas provided information on interest in pursuing the study of the arts. Analysis of the responses of 127 students who participated in lecture-demonstrations in music, dance, theatre and the visual arts showed that 58% of the students were highly interested in pursuing the study of the arts at Ellington. (See Appendix D.) The mean score attained was 4 on a 5 point scale.

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

FREQUENCY COUNTS AND PERCENTS OF STUDENTS WHO RESPONDED TO THE SCALED ITEMS OF THE LECTURE-DEMONSTRATION QUESTIONNAIRES IN (1) MUSIC, (2) DANCE, (3) THEATRE, AND (4) VISUAL ARTS

Table 1

Frequency Counts and Percents for Music
(N=36)

		Strongly Agree 1	2	3	4	Strongly Disagree 5	NR
a. I enjoyed the music lecture presented today.	%	61	28	8	-	-	3
	F	22	10	3	-	-	1
b. I enjoyed the music demonstration presented today.	%	61	20	8		8	3
	F	22	7	3	-	3	1
c. I learned a whole lot about music from the lecture-demonstration.	%	42	25	16	6	8	3
	F	15	9	6	2	3	1
d. The lecture-demonstration increased my interest in music.	%	50	22	11	8	3	6
	F	18	8	4	3	1	2
e. I am interested in getting more training in music at Ellington.	%	44	20	8	14	6	8
	F	16	7	3	5	2	3

Table 2

Frequency Counts and Percents for Dance
(N=26)

		Strongly Agree 1	2	3	4	Strongly Disagree 5	NR
a. I learned a whole lot about dance techniques from the lecture-demonstration on classical and modern dance.	%	54	19	19			8
	F	14	5	5	-	-	2
b. The lecture-demonstration increased my interest in classical ballet and modern dance.	%	58	38			4	
	F	15	10	-	-	1	-
c. I am interested in taking a summer dance course at Ellington.	%	80	8	4	4	4	
	F	21	2	1	1	1	-
d. I am interested in participating in a dance workshop at Ellington.	%	65	27	4		4	
	F	17	7	1	-	1	-

Table 3

Frequency Counts and Percents for Theatre
(N=28)

		Strongly Agree 1	2	3	4	Strongly Disagree 5	NR
a. I learned a lot about theatre from the lecture-demonstration.	%	36	11	3	7	-	43
	F	10	3	1	2	-	12
b. I enjoyed the lecture-demonstration.	%	43	3	7		4	43
	F	12	1	2	-	1	12
c. The lecture-demonstration increased my interest in theatre.	%	40	11	3	3	-	43
	F	11	3	1	1	-	12
d. I am interested in participating in a theatre workshop at Ellington.	%	36	17	7			40
	F	10	5	2	-	-	11
e. I am interested in getting more training on theatre.	%	36	7	11	3		43
	F	10	2	3	1	-	12

Table 4

Frequency Counts and Percents for Visual Arts
(N=37)

		Strongly Agree 1	2	3	4	Strongly Disagree 5	NR
a. I enjoyed the lecture on silkscreening.	%	38	22	30	2		8
	F	14	8	11	1	-	3
b. I enjoyed the demonstration on silkscreening.	%	60	30		2		8
	F	22	11	-	1	-	3
c. I learned a lot about silkscreening from the lecture-demonstration.	%	60	14	11	8	2	5
	F	22	5	4	3	1	2
d. The lecture-demonstration increased my interest in visual arts.	%	30	30	14	8	2	13
	F	11	11	6	3	1	5
e. I am interested in participating in a visual arts workshop at Ellington.	%	23	19	5	19	26	8
	F	9	7	2	7	10	3
f. I am interested in getting more training in the visual arts at Ellington.	%	27	11	11	19	24	8
	F	10	4	4	7	9	3

APPENDIX C

ANALYSIS OF INTEREST ITEM OF THE LECTURE-DEMONSTRATION BY ART FORM AND ACROSS ART FORMS

A Summary of the frequency counts of the lecture-demonstrations for the four art forms revealed the data configuration presented in Table 1.

Table 1: Frequencies for the Interest Items of the Lecture-Demonstration on a Scale of 1 to 5.

The lecture-demonstration increased my interest in the arts:	Strongly Agree				Strongly Disagree	
*	1	2	3	4	5	NR
**	5	4	3	2	1	
(i) Music (N=36)	18	8	4	3	1	2
(ii) Dance (N=26)	15	10	-	-	1	-
(iii) Theatre (N=28)	11	3	1	1	-	12
(iv) Visual Arts (N=37)	11	11	6	3	1	5
Total (N=127)	55	32	11	7	3	19

* Initial values of scale
** Weighted values of scale

To acquire the average score, the values of the scale (1-5) were weighted, such that Strongly Agree was assigned a weighted value of 5 and Strongly Disagree was given a value of 1.

Raw scores were acquired by multiplying the frequency counts by the values of the weighted scale that apply. The sum of these products was then averaged by dividing by the number of respondents to the item. The results of this computation are shown on Table 2.

Table 2: Raw and Average Scores of Participants By Art Form and Across Art Forms.

Art Form	N	No. of Respondents to Item	Raw Score	Average Score
(i) Music	36	34	141	4
(ii) Dance	26	26	116	5
(iii) Theatre	28	16	72	5
(iv) Visual Arts	37	32	123	4
Total	127	108	452	4.5

The results show a mean score of 4.5 for all art forms and across the art forms.

APPENDIX D

THE PERCENT OF STUDENTS WHO STRONGLY AGREED, MODERATELY AGREED AND DISAGREED BY ART FORM (MUSIC, DANCE, THEATRE AND VISUAL ARTS) FOR THE ITEMS OF THE LECTURE-DEMONSTRATION QUESTIONNAIRES

Analysis - The original scale was collapsed such that the values of 1 and 2 were pulled together and designated Strongly Agree, 3 and 4 were pulled together as Moderately Agree and 5 was designated Disagree. The total number of respondents for each of the art forms was: Music - 36, Dance - 26, Theatre - 28, Visual Arts - 37 and Total - 127.

The data analyzed in percentages are presented in the table below. (Table 1)

Table 1: The percentage of Students who Strongly Agreed, Moderately Agreed or Disagreed to the Items of the Lecture-Demonstration Questionnaire by Art Form and Across Art Forms.

Lecture-Demonstration Questionnaire Items	Art Forms	Percentages*			
		SA**	MA**	D**	NR**
(a) I enjoyed the lecture presented today.	(i) Music	89	8	0	3
	(ii) Visual Arts	60	32	0	8
	(iii) Dance (N/A)	-	-	-	-
	(iv) Theatre	46	7	4	43
	Total $\bar{X}$	65	16	1	18
(b) I enjoyed the demonstration presented today.	(i) Music	81	8	8	3
	(ii) Visual Arts	90	2	0	8
	(iii) Dance (N/A)	-	-	-	-
	(iv) Theatre	46	7	4	43
	Total $\bar{X}$	72	6	4	18
(c) I learned a lot from the lecture-demonstration.	(i) Music	67	22	8	3
	(ii) Visual Arts	74	19	2	5
	(iii) Dance	73	19	0	8
	(iv) Theatre	47	10	-	43
	Total $\bar{X}$	65	18	2	15
(d) The lecture-demonstration increased by interest in the arts.	(i) Music	72	19	3	6
	(ii) Visual Arts	59	24	3	14
	(iii) Dance	96	0	4	0
	(iv) Theatre	51	6	0	43
	Total $\bar{X}$	70	12	2	16

* The percents are Within Art Form Percents except for the values presented for the totals.

** SA - Strongly Agree, MA - Moderately Agree, D - Disagree, NR - No Response.

N/A: No item for art form

Lecture-Demonstration Questionnaire Items	Art Forms	Percentages*			
		SA**	MA**	D**	NR**
(e) I am interested in getting more training in the arts.	(i) Music	64	22	6	8
	(ii) Visual Arts	38	30	24	8
	(iii) Dance	88	8	4	-
	(iv) Theatre	43	14	0	43
	Total $\bar{X}$	58	19	9	14
(f) I am interested in participating in a workshop at Ellington.	(i) Music	-	-	-	-
	(ii) Visual Arts	42	24	26	8
	(iii) Dance	92	4	4	0
	(iv) Theatre	53	7	0	40
	Total $\bar{X}$	62	12	10	16

* The percents are Within Art Form Percents except for the values presented for the totals.

** SA - Strongly Agree, MA - Moderately Agree, D - Disagree, NR - No Response.

N/A: No item for art form

APPENDIX E

DATA ON THE INTERDISCIPLINARY WINTER PRODUCTION

Schools that Attended the Interdisciplinary Winter Production and the Number of Students in Attendance

Schools	Number of Students
Fillmore Arts Center	85
Bunker Hill	111
Anthony Bowen	40
*Friendship House	20
*Riverdale High School	10
Amidon School	60
Barnard	30
Hardy Middle School	100
Lewis Elementary	100
Young Elementary	43
Friendship Educational Center	47
Blow Elementary	30**
Langdon	30**
Total	706

* Non-DC Public Schools (N=70)

** Estimated Numbers

Press Release of Interdisciplinary
Winter Production

Public Schools of the District of Columbia

Division of Career Development

DUKE ELLINGTON SCHOOL OF THE ARTS

35th & R Streets, N.W.
Washington, D.C. 20007

NOVEMBER 30, 1982

CONTACT: JEAN R. YANCEY

TELEPHONE: (202) 282-0123

FOR IMMEDIATE RELAEASE

THE DUKE ELLINGTON SCHOOL OF THE ARTS WILL PRESENT AN INTERDISCIPLINARY WINTER PRODUCTION. THE PROGRAM WILL INCLUDE WORKS OF TALENTED MEMBERS OF THE THEATRE, DANCE, AND MUSIC DEPARTMENTS. THE ELLINGTON VISUAL ARTS STUDENTS WILL HAVE WORKS ON DISPLAY DURING THIS HOLIDAY SEASON.

THE SCHOOL OF THE ARTS IS THE ONLY FACILITY OF ITS KIND IN THIS IMMEDIATE AREA. COME AND SUPPORT OUR PUBLIC SCHOOL TALENT!

ON DECEMBER 17, 1982 AT 1:00 P.M., THE PROGRAM IS EXPECTED TO LAST APPROXIMATELY SIXTY (60) MINUTES. PLEASE MAKE YOUR RESERVATIONS TODAY!

NAME OF SCHOOL:_____ NUMBER OF STUDENTS:_____

CONTACT PERSON:_____ TELEPHONE NUMBER:_____

The Program of the Interdisciplinary
Winter Production

Season's Greeting ..... Theatre Department – Donal Leace, *Chairperson*

Christmas: Rosalyn Coleman *Kwanza:* Ava Stallings & Terrence Riggins *Director:* Linda Gravatt

FANGA (Dance of Welcome) ..... Dance Department – Lynn Welters-Newmann, *Chairperson*

Andrea Austin, Lynette Austin, Michelle Fleming, Toni Goode, Tanya Jordan, Renee Littlepage, Charis Moses, Jeraline Perry, Cynthia Simms, Zina Wright
Tyrone Murray, *Choreographer* / Andre Richardson, *Percussionist*

Concert Choir ..... Music Department – Dorothy Dash, *Chairperson*

Sheep May Safely Graze ..... J.S. Bach
Tiffany Willis & Wayne Parker, *Flute Accompaniment* arr. Michael Praetorius

Lo, How a Rose E'er Blooming

Rockin' Jerusalem ..... Spiritual
Cassandra Davis, *Soprano;* Vangelina Campbell, *Soprano;* aar. John W. Work
Edward Jackson, *Conductor;* Arphelius P. Gatling, *Guest Conductor;*
Monica Otal, *Accompanist*

Zoo Man ..... Charles Brown
Monologue: Charles Byrd; *Director:* Donal Leace

Nutcracker Suite ..... Peter I. Tchaikovsky
Soldier: Derrick Jackson; *Waltz:* Kimberly Brown & Jorge Mendez;
Snow Pas de Deux: Latonya Weaver & Derrick Jackson;
Choreographer: Marius Petipa; *Restaged:* Sylvester Campbell;
Rehersal Coach: Sandra Fortune-Green

Quartet in C Major ..... W.A. Mozart
Allegro
String Quartet: Anita Garcia, *Violin;* Donna Delaney, *Violin;*
Lidia Comelli, *Viola;* Roy Hill, *Cello;* Romona Matthews, *Director*

Simply Heavenly ..... Langston Hughes
Sidney Witten & George Dick; *Director:* Linda Gravatt

The Navtivity ..... Music: Andre Crouch & the Disciples
Mary – Zina Wright, Deidra Wright; *Joseph* – Jorge Mendez, Derrick Jackson; *First Angel* – Charis Moses; *Angels* – Lisa Johnson, Deborah Morman; *Shepherds* – Edwina Hearn, Jearline Perry & Amanda Wilson; *Drummer Girl* – Tonya Jordan; *Wise Women* – Sonya Richardson, Michelle Fleming & Roxanna Young; *Inn Keepers* – Aundrea Austin & Sonya Richardson; *Choreographer* – Melba Lucas

Grand Duo Contertant ..... Carl Marie von Weber
Rondo
John Weaver, *Clarinet;* Barbara Durost, *Accompaniment*

Go Tell it on the Mountain ..... Spiritual
Concert Choir; Lisa Maria Hill, *Soprano;* Michelle Donatien, *Soprano* Arr. Percy L. Gregory

Angels We Have Heard on High ..... Arr. Robert Shaw – Alice Parker

CREDITS: Jewell R. Shepperd, *Artistic Producer*
Stage Crew: Rebecca Alfred, Stephanie Christie, Jousete Service, Vivien Green, Peter Vicksnin and and Douglas Pittman
Jean R. Yancey, *Public Relations* Beatrice Stanley, *President – Parent/Teachers and Students Association*
Reprographics: C&P Telephone Company

APPENDIX F

DATA ON THE INTERDISCIPLINARY PRODUCTION
TO CELEBRATE BLACK HISTORY MONTH

Schools that Attended the Interdisciplinary Production to Celebrate Black History Month and The Number of Students in Attendance

Schools	Number of Students
*Program for the Mentally Retarded	30
Lafayette Elementary	60
Patterson Elementary	60
LaSalle	90
Carver	66
Kimball	120
Oyster	60
Slater	55
Gibbs	65
Peabody	60
Hardy Middle School	90
Langston	50
Winston Educational Center	15
Total	821

* Non-DC Public Schools (N=30)

PRESS RELEASE OF THE INTERDISCIPLINARY PRODUCTION
TO CELEBRATE BLACK HISTORY MONTH

January 19, 1983

For Immediate Release

Contact: Jean Yancey

Telephone: (202) 282-0123

The Duke Ellington School of the Arts will present an interdisciplinary production to celebrate Black History Month February 22 at 1:00 p.m. The ninety minute production will include works of talented members in the Theatre, Dance and Music Departments.

Through music, dance and poetry, the program moves chronologically from Africa to the present time.

The School of the Arts is a city-wide D.C. Public High School offering professional training in the Arts. Come and support our public school talent.

Make your reservations today.

APPENDIX G

DATA ON THE DANCE DEPARTMENT'S SPRING CONCERT

Schools that Attended the Dance Department's Spring Concert and the Number of Students in Attendance.

Schools	Number of Students
*Columbia Senior Center	30
*Program for Mentally Retarded	25
*Sheridan School	30
Shaed Elementary	130
*Friendship Hour	15
Langdon Elementary	100
Brookland Middle School	40
*Lab. School of Washington	20
*Maude Price Nursery	20
*Department of Labor	25
LaSalle Elementary	150
Fillmore Arts Center	100
Gordon Adult Center	100
Lafayette Elementary	60
Total	- 845

* Non-DC Public Schools (N=165)

Press Release of the Dance
Departments' Spring Concert

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Duke Ellington School of the Arts
35th & R Streets, N.W.
Washington, D.C. 20007

WASHINGTON, D. C.

FOR IMMEDIATE RELEASE

FOR FURTHER INFORMATION CONTACT:

Jean Robinson Yancey - 282-0123

March 25, 1983

Duke Ellington School of the Arts

Event: *Dance Department s Spring Concert*

Place: *Duke Ellington School of the Arts Auditorium*
35th & R Streets, N.W.
Washington, D.C.

Time: *Thursday, May 5, 1983 - 1:00p.m.*

Details: *The Dance Department of the Duke Ellington School of the Arts presents its annual spring concert. This concert provides an opportunity to display talented students during various stages of their development.*

The production will include dances choregraphed by faculty and student members.

MAKE YOUR RESERVATION TODAY!

PROGRAM

I. Roll me through the Rushes

Choreographer: Adrian Bolton
(former Ellington Dance Student)
Music: Chaka Kahn
Costumes: Michael Murray and Ann James
Michelle Fleming--Deborah Morman--Zina Wright

II. Student Solo

Choreographer: Derrick Jackson
Music: All that Jazz

* Third Year Student-- Composition Class

III. Born Again

Choreographer: Adrian Vincent James

Music: Billy Preston and Serrita

Karen Mendez and Adrian V. James

(Guest Artists).

*Denotes years of Training at Duke Ellington

**********INTERMISSION**********

IV. Slow, Sassy, and Fast (Work in Progress)

Choreographer: Melba L. Lucas
Music: Chuck Mangione
Costumes: Melba L. Lucas

Kimberly Brown, Michelle Fleming (Fri.), Derrick Jackson, Charis Moses, Liza Springer (Thur.) Victoria Wilkins, Deedra Williams, Zina Wright, Rozanna Young .

*Second and Third Year Students

V. The Ballet Class

Choreographer: Lynn B. Welters-Newman
Music: Adolphe Adam
Costumes: Lynn B. Welters-Newman

Loretta Avery, Andre' Bearstop(Fri.), Karen Brown, Tiffani Durrent, Earline Edwards, Monique Holbert-Jones, Terrace Hones, Darnita Long, Kevin Malone, Michelle McKinnie, Melanie Murphy, Dwayne Penn(Thur), Dana Riceel, Jennifer Schwandt, Mika Summers, Leslie Terrell, Stephanie Williams, Michawl Woolfolk

*First Year Beginner Students

***** PAUSE *****

VI. Three Blind Mice

Choreographer: Sandra Fortune-Green
Music: Larry Clinton
Costumes: Sandra Fortune-Green, Lynn Welters-Newman

Mice - Kimberely Brown, Trina Roy, Deedra Williams

Cats - Stacey Coulter, Katrina Hill
Lisa Johnson, Deborah Wheeler,
Roxamma Young

Lynda Gravatt - Theatre movement consultant

*First and Second Year Pointe Students

***** INTERMISSION *****

VII. Time Warp

Choreographer: Adrian Vincent James
Music: The Manhatten Transfer, Earl Grant,
YAZ
Costumes: Adrian James

Derrick Jackson
Kimberely Brown

Lisa Johnson	Charis Moses
Victoria Wilkins	Roxanna Young
Andrea Austin	Liza Springer
Christine Hansen	Deedra Williams
Edwina Hearn	Zina Wright
Katrina Hill	

*Second and Third Year Students

VIII. Kaleidoscope

Choreographer: Phillip Griffin
Music: Craig Kupka
Costumes: Phillip Griffin, Lynn Welters-Newman

Andre' Bearstop, Karen Brown, Vera Cabe,
Earline Edwards, Monique Holbert-Jones,
Janesia Nicholson, Dana Riceel, LaVonne
Robinson, Jennifer Schwandt, Mike Summers,
Michael Woolfolk

***** PAUSE *****

IX. Rapture

Choreographer: Tyrone Murray
Music: Johnny Chingas
Costumes: Tyrone Murray

Andrea Austin, Lynette Austin, Michelle Fleming
Lisa Johnson, Tonya Jordan, Deborah Morman,
Charis Moses, Leslie Ross, Liza Springer,
Synthia Sims, Cindy Thoimpson, Victoria Wilkins,
Deedra Williams, Zina Wright

Property Assistants: Tempie Hamilton and
Earline Edwards

Dance Department Faculty

Lynn Welters-Newman - Chairperson

Karen Bewick, accompanist
Sandra Fortune-Green
Phillip Griffin
Melba Lynn Lucas
Tyrone Murray
Andre Richardson, Drummer

Acknowledgements

Maurice Eldridge, Principal, Duke Ellington School of the Arts
Gordon Braithwaite, the Ellington Fund
Mike Malone and Peggy Cooper Cafritz, School Founders
D. C. Board of Education
Lynda Gravatt, Technical Director
Reginald Gitzgerald, Lighting Consultant
Jean Yancey, Public Affaries, Duke Ellington School
Andre Richardson, Graphics for Poster and Flyers
Karen Bewick, Stage Manager
Hope Lee, Assistant Stage Manager

Guest Artists: COSON Dance Company
Karen Mendez and Adrian V. James

Guest Choreographers: Adrian Bolton
Adrian V. James

Stage Crew: Stephanie Christie, Vivien Greene and Douglas Pittman

Costumes: Harriet Sims, Michael Murray, Lynn Welters

Programs: C & P Telephone Company

Ushers: Dance Department Students

APPENDIX H

SCHOOLS THAT WERE SCHEDULED TO PARTICIPATE
IN LECTURE-DEMONSTRATIONS AND
THOSE THAT ACTUALLY PARTICIPATED

Schools	Scheduled Date	Departments Involved
Brookland	3/11/83	All
Roper Junior High	3/22/83	All
*Macfarland	3/29/83	Music
Browne Junior High	4/19/83	All
Fillmore Arts Center	4/20/83	All
Fletcher Johnson	4/27/83	Music
*Browne Junior High	5/3/83	All
Woodson Junior High	5/10/83	All
Kelly Miller Junior High	5/12/83	All
Woodson Junior High	5/20/83	All

*Schools that cancelled lecture-demonstration.